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ABSTRACT

Most of the criticism of Australian schools focuses on students' skills in literacy and numeracy. This study assessed levels of student achievement in Victoria's primary and secondary schools in 1988 in some key areas of literacy and numeracy. This report maps the performances of students in Years 5 and 9 on scales of development in mathematics, reading, and writing. It identifies the proportions of students in these years achieving at or above defined levels of minimum competence and it also provides details of the extent to which higher level skills are developed. In terms of minimum competence, it provides comparisons with levels of achievement of similar students in 1975 and 1980. The study thus provides an assessment of the extent to which Victoria's schools are meeting some of their goals. The data on performance levels in 1988 came from samples of 1,536 Year 5 students from 75 schools and 1,112 Year 9 from 52 schools. By also sampling from Years 4 and 6 and Years 8 and 10 in these schools, saples, of 1,421 10-year-olds and 1,028 14-year-olds were obtained to allow estimates of achievements by age as well as by year level in school. The document includes many tables, charts, a 22-item bibliography, and the tests and questionnaires used in the study. (JB)

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